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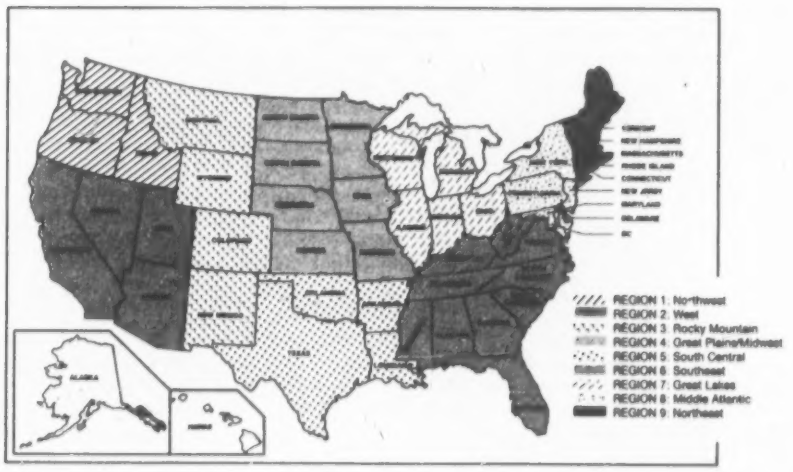
DATABANK

Teacher Supply/Demand by Field and Region



These tables are based on a survey of 60 university teacher-placement officials representing all regions of the country. It is an opinion survey, reflecting the best estimates of the respondents, and was conducted by James N. Akin, of the Career Planning and Placement Center at Kansas State University. Mr. Akin has conducted similar surveys each year since 1976 for the American Association for School, College, and University Staffing, a 700-member organization of placement and personnel officials.

Field	REGION	Alaska	Hawaii	1	2	3	4	5	6	7	8	9	Continental United States 1984	1983	1982	1981	1980	1979	1976
Agriculture		3.00	4.00	4.00	3.00	2.50	3.00	4.00	4.00	3.67	3.00	3.00	3.44	4.02	4.36	4.46	4.73	4.67	4.05
Art		2.00	2.00	1.50	1.67	1.50	2.17	2.33	2.00	2.00	1.90	2.00	1.89	1.92	1.84	2.00	2.46	2.06	2.14
Bilingual Education		4.00	4.00	4.00	4.70	3.67	4.67	4.40	4.00	4.29	3.00	3.50	4.04	3.83	4.13	4.10	4.21	4.32	—
Business Education		3.00	3.00	2.92	3.50	2.50	3.20	2.63	3.00	3.57	4.00	3.00	3.11	3.24	3.47	3.50	3.80	3.65	3.10
Computer Programming		4.00	—	4.75	4.50	4.33	4.70	4.80	4.60	4.67	4.60	4.00	4.34	—	—	—	—	—	—
Counselor-El.		2.00	3.00	3.33	2.50	3.00	3.00	2.75	2.67	2.86	2.75	2.40	2.80	3.03	2.72	3.05	3.38	2.96	3.15
Counselor-Sec.		3.00	3.00	3.00	2.43	3.00	3.00	2.50	2.50	2.71	2.75	2.40	2.67	2.83	2.79	3.13	3.76	3.00	2.69
Data Processing		—	—	4.50	4.50	5.00	2.33	4.00	4.67	4.33	4.25	4.00	4.18	4.38	3.86	4.35	—	—	—
Driver's Ed.		1.00	3.00	2.92	2.33	3.50	2.50	2.50	3.00	2.17	1.00	3.00	2.61	2.94	2.77	2.87	2.96	3.06	2.44
Elementary-Primary		1.00	1.00	2.00	2.86	1.40	2.00	2.44	2.00	2.33	2.00	1.60	2.13	2.11	2.02	2.24	2.77	2.19	1.78
Elementary-Inter.		1.00	1.00	2.00	2.71	1.75	2.17	2.44	2.17	2.33	2.40	1.40	2.20	2.11	2.26	2.56	2.84	2.33	1.90
English		3.00	3.00	2.17	3.36	3.17	3.83	3.63	3.00	3.21	3.00	2.25	3.13	2.90	3.21	3.37	3.51	2.78	2.05
Health Ed.		1.00	3.00	1.66	2.60	1.80	1.50	1.63	1.67	2.00	2.40	2.50	1.90	1.76	1.90	2.04	2.17	2.18	2.27
Home Economics		4.00	3.00	2.33	2.50	2.00	2.25	2.17	2.40	2.71	2.67	2.50	2.43	2.44	2.43	2.54	2.85	2.67	2.62
Industrial Arts		2.00	4.00	3.30	3.00	2.67	2.00	4.00	3.75	3.33	4.25	4.00	3.50	3.90	4.36	4.72	4.77	4.98	4.32
Journalism		—	3.00	1.75	2.60	2.75	3.40	2.43	2.40	3.00	2.33	2.00	2.60	2.63	2.61	2.77	2.98	2.50	2.86
Language-French		—	3.00	2.33	2.14	3.20	3.33	3.25	3.33	3.86	3.20	2.00	3.00	2.59	2.49	2.58	2.68	2.49	2.15
Language-German		—	3.00	2.50	2.14	2.83	3.30	3.50	3.67	3.71	3.60	2.00	3.08	2.51	2.48	2.58	2.70	2.17	2.03
Language-Spanish		—	3.00	3.00	2.71	3.00	3.17	3.38	3.33	4.14	3.20	2.25	3.18	2.77	2.68	2.86	3.34	2.86	2.47
Library Science		5.00	3.00	3.00	3.25	3.50	2.80	3.50	3.40	3.67	2.50	4.00	3.30	3.09	3.12	3.31	3.58	4.28	—
Mathematics		3.00	4.00	4.83	4.71	4.33	4.83	5.00	4.83	5.00	4.80	4.50	4.78	4.75	4.61	4.78	4.90	4.96	3.98
Music-Instr.		4.00	2.00	3.83	3.43	3.67	3.33	3.56	2.50	3.43	2.20	2.75	3.25	2.97	3.28	3.33	3.65	3.33	3.03
Music-Vocal		4.00	2.00	3.83	2.67	3.20	3.33	2.89	2.67	3.43	2.20	2.50	3.00	2.89	2.95	3.06	3.32	2.97	3.00
Nurse		3.00	—	2.66	4.00	—	3.33	3.00	3.75	3.67	3.50	4.00	3.40	—	—	—	3.50	3.62	3.93
Physical Education		—	1.00	1.83	1.66	1.30	1.17	1.75	1.50	1.14	2.20	2.25	1.81	1.54	1.73	1.90	1.82	1.67	1.74
Psychologist (school)		3.00	—	4.00	2.71	3.50	3.33	3.00	2.80	2.92	3.00	2.25	2.98	3.19	3.56	3.70	3.87	3.43	3.09
Science-Biology		3.00	4.00	3.00	3.36	3.33	3.83	3.67	3.12	3.71	3.40	2.75	3.40	4.10	3.68	3.89	3.90	3.48	2.97
Science-Chemistry		4.00	4.00	4.17	4.07	3.67	4.50	4.63	4.33	4.00	4.80	4.00	4.25	4.30	4.13	4.42	4.18	4.09	3.72
Science-Earth		3.00	3.00	4.67	3.43	3.20	4.00	4.13	3.50	3.43	3.20	3.50	3.70	3.80	3.89	4.08	3.64	3.82	3.44
Science-General		3.00	3.00	3.67	4.00	3.17	3.50	4.13	3.83	3.43	3.20	3.75	3.65	—	—	4.31	4.10	4.00	—
Science-Physics		4.00	4.00	4.17	4.14	3.83	4.71	4.63	4.67	4.71	4.50	4.25	4.45	4.48	4.61	4.56	4.39	4.56	4.04
Social Science		3.00	2.00	1.17	1.17	1.67	2.33	2.25	2.00	2.14	2.50	1.50	1.91	1.76	2.11	2.05	1.98	1.83	1.51
Social Worker (school)		—	—	2.25	1.33	2.00	4.50	1.80	2.80	3.00	3.50	2.00	2.23	2.27	2.24	—	—	—	—
Speech		—	2.00	2.00	2.40	2.60	2.92	2.50	3.20	2.79	3.50	3.00	2.70	2.51	2.76	2.65	2.50	2.47	2.46
Special-ED (PSA)		3.00	3.00	3.83	3.75	4.25	4.00	4.14	3.83	3.43	3.80	3.50	3.84	4.08	3.98	4.22	4.36	4.22	3.42
Special-Gifted		5.00	3.00	3.83	3.75	4.00	3.20	4.20	4.33	3.67	3.25	3.50	3.74	3.80	3.81	4.10	4.33	4.56	3.85
Special-LD		3.00	3.00	3.83	3.80	4.50	4.00	4.38	4.33	4.29	3.25	3.40	3.96	4.08	4.20	4.47	4.48	4.50	4.01
Special-MR		3.00	3.00	3.83	3.60	4.50	3.17	4.00	3.33	2.86	3.50	3.25	3.55	3.71	3.84	4.14	4.23	4.39	2.87
Special-Multi. Handi.		3.00	4.00	3.80	4.50	4.25	—	4.29	3.67	3.29	3.50	3.80	3.77	3.83	3.92	4.13	3.87	3.24	—
Special-Reading		3.00	3.00	4.00	3.14	3.25	3.40	4.00	3.50	3.57	3.25	2.80	3.48	3.39	3.73	4.21	4.23	4.27	3.96
Speech Path./Audiology		4.00	—	3.13	3.50	2.67	4.50	4.17	4.40	4.00	4.00	4.00	3.83	3.62	3.95	4.27	4.17	3.83	3.68
COMPOSITE		**3.03**	**2.91**	**3.15**	**3.07**	**3.02**	**3.25**	**3.36**	**3.24**	**3.32**	**3.20**	**2.88**	**3.19**	**3.14**	**3.20**	**3.39**	—	—	—

Regions are coded as follows: Alaska, Hawaii, 1-Northwest, 2-West, 3-Rocky Mountain, 4-Great Plains/Midwest, 5-South Central, 6-Southeast, 7-Great Lakes, 8-Middle Atlantic, 9-Northeast. Alaska and Hawaii are not included in the Continental United States totals.

SOURCE: Association for School, College and University Staffing—James N. Akin

5 = Considerable shortage, 4 = Slight shortage, 3 = Balanced, 2 = Slight surplus, 1 = Considerable surplus

— Indicates data were not available

Relative Demand by Teaching Area and Year
Continental United States

	1984	1983	1982	1981	1980	1979	1976
Teaching fields with considerable teacher shortage.....(5.00-4.25):							
Mathematics	4.78	4.75	4.81	4.79	4.80	4.68	3.86
Science-Physics	4.45	4.46	4.41	4.56	4.28	4.36	4.04
Computer Programming	4.34	—	—	—	—	—	—
Science-Chemistry	4.25	4.30	4.13	4.42	4.18	4.09	3.72
Teaching fields with slight teacher shortage .....(4.24-3.45):							
Data Processing	4.18	4.36	3.86	—	—	—	—
Bilingual Education	4.04	3.83	4.13	4.10	4.21	4.32	—
Special Education (learning disabled)	3.98	4.09	4.20	4.47	4.48	4.50	4.00
Special Education (emotionally disturbed)	3.84	4.08	3.98	4.22	4.36	4.22	3.42
Speech Path./Audiology	3.83	3.62	3.95	4.27	4.17	3.83	3.68
Special Education-Multi. Handicapped	3.77	3.82	3.93	4.13	3.87	3.24	—
Special Education-Gifted	3.74	3.80	3.81	4.10	4.33	4.56	3.85
Science-Earth	3.70	3.80	3.89	4.08	3.64	3.82	3.44
Science General	3.65	—	—	—	—	—	—
Special Education (mentally retarded)	3.55	3.71	3.84	4.14	4.23	4.39	2.87
Industrial Arts	3.50	3.96	4.36	4.72	4.77	4.68	4.22
Special Education-Reading	3.48	3.39	3.73	4.21	4.23	4.27	3.96
Teaching fields with balanced supply and demand .....(3.44-2.65):							
Vocational Agriculture	3.44	4.02	4.36	4.46	4.73	4.67	4.06
Science-Biology	3.40	4.10	3.66	3.98	3.50	3.49	2.97
Nurse (School)	3.40	—	—	—	—	—	—
Library Science	3.30	3.09	3.12	3.31	3.58	4.26	—
Music-Instrumental	3.25	2.97	3.28	3.33	3.65	3.33	3.03
Language, Modern-Spanish	3.18	2.77	2.68	2.95	3.34	2.88	2.47
English	3.13	2.90	3.21	3.37	3.51	2.78	2.05
Business	3.11	3.24	3.47	3.50	3.80	3.65	3.10
Language, Modern-German	3.08	2.51	2.48	2.58	2.70	2.17	2.03
Language, Modern-French	3.00	2.59	2.49	2.58	2.68	2.49	2.15
Music-Vocal	3.00	2.89	2.95	3.06	3.32	2.97	3.00
Psychologist (School)	2.98	3.19	3.56	3.70	3.87	3.43	3.09
Counselor-Elementary	2.80	3.03	2.72	3.05	3.38	2.96	3.15
Speech	2.70	2.51	2.76	2.65	2.50	2.47	2.46
Counselor-Secondary	2.67	2.83	2.79	3.13	3.76	3.03	2.69
Teaching fields with slight surplus of teachers.....(2.64-1.85):							
Driver's Education	2.61	2.94	2.77	2.87	2.98	3.06	2.44
Journalism	2.60	2.63	2.61	2.77	2.98	2.50	2.86
Home Economics	2.43	2.44	2.43	2.54	2.85	2.67	2.62
Social Worker (School)	2.33	2.27	2.34	—	—	—	—
Elementary-Intermediate	2.20	2.11	2.26	2.56	2.84	2.33	1.90
Elementary-Primary	2.13	2.11	2.02	2.24	2.77	2.19	1.78
Social Science	1.91	1.75	2.11	2.05	1.98	1.83	1.51
Health Education	1.90	1.76	1.90	2.24	2.17	2.16	2.27
Art	1.89	1.92	1.84	2.00	2.45	2.06	2.14
Teaching field with considerable surplus of teachers.....(1.84-1.00):							
Physical Education	1.61	1.54	1.72	1.80	1.82	1.67	1.74

Key: 5 = Greatest Demand, 1 = Least Demand — indicates data were not available. Based upon a survey of teacher-placement officers

Source: Association for School, College and University Staffing—James N. Akin

Average Salary Reports

		Special Education		Elementary/Secondary	
		Bachelors	Masters	Bachelors	Masters
REGION 1	1981-82	12,651	13,750	12,410	13,417
	1982-83	13,275	14,500	13,038	14,250
	1983-84	13,607	15,400	13,806	15,000
REGION 2	1981-82	12,505	13,510	12,505	13,510
	1982-83	13,000	14,922	13,707	14,772
	1983-84	13,900	15,723	14,375	15,665
REGION 3	1981-82	14,157	15,369	13,742	15,475
	1982-83	15,061	16,550	14,421	15,700
	1983-84	14,681	16,917	14,345	16,313
REGION 4	1981-82	13,291	15,438	12,758	14,883
	1982-83	12,789	—	12,051	—
	1983-84	13,914	15,859	13,144	15,345
REGION 5	1981-82	11,792	12,503	11,175	11,725
	1982-83	12,903	13,813	12,642	13,302
	1983-84	13,090	14,335	12,815	14,114
REGION 6	1981-82	12,078	13,396	11,466	12,567
	1982-83	11,750	12,750	12,000	12,750
	1983-84	13,875	15,225	13,480	14,725
REGION 7	1981-82	12,503	13,958	12,090	14,040
	1982-83	13,213	15,477	12,890	15,054
	1983-84	14,140	15,475	13,328	14,825
REGION 8	1981-82	11,875	12,500	11,875	12,500
	1982-83	12,875	13,875	12,875	13,875
	1983-84	13,333	14,500	13,250	14,500
REGION 9	1981-82	10,000	11,100	10,332	11,100
	1982-83	10,500	11,750	10,365	11,000
	1983-84	11,667	13,233	11,369	13,233
ALASKA	1981-82	22,000	25,000	22,000	25,000
	1982-83	22,000	25,000	22,000	25,000
	1983-84	—	—	—	—
HAWAII	1981-82	13,271	14,245	13,271	14,245
	1982-83	14,596	15,669	14,596	15,669
	1983-84	14,589	15,669	14,596	15,669

The above average salary reports for beginning teachers are from data furnished by survey respondents. The averages in some cases are based upon limited salary input, thus reliability is not assured.

Regions are coded as follows: Alaska, Hawaii, 1-Northwest, 2-West, 3-Rocky Mountain, 4-Great Plains/Midwest, 5-South Central, 6-Southeast, 7-Great Lakes, 8-Middle Atlantic, 9-Northeast.

— indicates data were not available

SOURCE: Association for School, College and University Staffing—James N. Akin, January 1984

Studies Find Supply, Quality Of Future Teachers Is Promising

By Charlie Euchner

Enough young people might be interested in the teaching profession to meet the demand for the next several decades, and the academic standing of students who enter teacher-preparation programs is as strong as that of other college students, two separate studies have concluded.

The conclusions of the reports appear to contradict assumptions about the status of the current and future teaching forces contained in many of the recent reports about education. The National Commission on Excellence in Education, for example, concluded that "not enough of the academically able students are being attracted to teaching."

A survey of 5,000 students at 21 high schools in six states, sponsored by Texas Christian University, found that 9 percent of all college-bound seniors were "very interested" and 26 percent were "somewhat interested" in pursuing a career as a teacher.

Another survey, conducted at six colleges in Pennsylvania, suggests that education majors are as academically able as most of their college peers—a finding that contradicts the low rating given them by many educators on the basis of Scholastic Aptitude Test scores.

The reading and study skills of the 491 education students involved in the survey are near or above the norms of all college students nationwide, according to the Pennsylvania researchers. The authors of the report say the colleges in the survey were roughly representative of all colleges in the state.

'Aggressive Recruiting'

John N. Mangieri, the dean of the school of education at Texas Christian University and the co-author of the report on high-school students' career aspirations, said that teacher-training institutions should take advantage of the large pool of people expressing an interest in the profession by "aggressively recruiting" prospective teachers and by pressing for substantial salary increases for teachers. He said education schools should model their recruiting efforts after efforts in recent years to attract black engineering students, which have dramatically increased the proportion of such students.

The teacher-training programs most likely to be successful in attracting these students, the research suggests, are those that emphasize subject matter rather than methodology and provide early clinical experience.

About 10 percent of college students will have to prepare for careers in education if the demand for teachers is to be met in the coming years, according to Phillip C. Schlecte, professor of education at the University of North Carolina at Chapel Hill.

Mr. Mangieri cautioned that schools might have staffing prob-

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WASHINGTON

Increase Found in Handicapped Pupils Enrolled in Special-Education Classes

By Susan G. Foster

WASHINGTON—The overall number of handicapped students in special-education programs increased last year for the sixth consecutive year, with much of the growth attributable to expanded services at the preschool, secondary, and college levels, according to the Education Department's latest report to the Congress on special education.

During the 1982-83 school year, nearly 4.3 million children nationwide received special education and related services, representing a 1.5-percent increase over the previous school year, according to the 1984 progress report on the states' implementation of P. L. 94-142, the Education for All Handicapped Children Act.

The report noted that the number of preschool-age children in programs for the handicapped grew by 6.4 percent and the number of handicapped students in postsecondary schools increased by 9 percent.

Although precise figures for secondary students were unavailable, a survey of eight states conducted by the National Association of State Directors of Special Education found that the number of high-school students in special education "increased more rapidly than the number of students served in younger age groups," according to the report.

The report noted that from 1979-80 to 1982-83, for example, the number of special-education students between the ages of 12 and 17 increased by about 45 percent, while the total handicapped population of school age declined by 2.2 percent. Similarly, the overall handicapped school-age population in Illinois grew during that same period by 2.4 percent, while the number of handicapped high-schoolers receiving special-education services rose by 9.8 percent.

The increase at the secondary level, the report suggested, was produced by state efforts to expand the range of program options available to handicapped students who previously were underserved and to help prepare students "for life after high school."

Steady Improvement

"The goals of the Act are being achieved," Madeleine C. Will, the department's assistant secretary for special education and rehabilitative services, asserted in the report's introduction. "The data contained in this report show steady improvement in the provision of education services to handicapped children."

"At the same time," according to Ms. Will, "there are areas where further improvement is needed," such as the integration of handicapped children in "the least restrictive environment," the expansion of services to handicapped preschoolers, and the improvement of transitional services preparing handicapped adolescents for employment.

Ms. Will reiterated the department's decision not to pursue any further revisions to the regulations governing P. L. 94-142. Instead, she said, the department will provide technical assistance to state and local officials who are having "problems arising from the current rules." *(See Education Week, Nov. 9, 1983.)*

According to Ms. Will, that decision was based on an 18-month review of the regulations, which led department officials to the conclusion that there is "general satisfaction" with the existing regulations.

Procedures Re-Examined

Despite the progress of the last few years, several areas remain troublesome for state and local officials, who, according to the report, have begun to re-examine how children are referred, identified, and placed in special-education programs.

The report noted that educators continue to be concerned over the growing number of children identified as learning-disabled; that concern has prompted some states to adopt procedures to guard against misclassification of students, the report notes.

A study conducted by the Colorado Department of Education estimated that more than 50 percent of

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Pupils Discuss Drugs With First Lady

UPI

At the Island Park Elementary School in suburban Seattle, Mrs. Reagan last week heard students' views on drug abuse as part of her national anti-drug campaign.

IN FEDERAL AGENCIES

Education of the handicapped. The Education Department announced, in the Feb. 15 *Federal Register*, an extension of the closing date to March 30 for new applications to the Training Personnel for the Education of the Handicapped Program. Contact: Max Mueller, Director, Division of Personnel Preparation, Office of Special Education Programs, E.D., Room 4628, Switzer Building, 400 Maryland Ave., S.W., Washington, D.C. 20202; (202) 245-0005.

Education of the handicapped. The National Institute of Handicapped Research of the Education Department published, in the Feb. 15 *Federal Register*, proposed amendments to the regulations governing the Institute's fellowship program. Comments on the proposed amendments must be received by March 16. Contact: Betty Jo Berland, National Institute of Handicapped Research, E.D., Room 3511, 400 Maryland Ave., S.W., Washington, D.C. 20202; (202) 472-5801.

Native American programs. The Department of Labor published, in the Feb. 10 *Federal Register*, proposed allocations, distribution formulas, and individual grant-planning estimates for various Native American programs funded under Title IV, Section 401, and Title II, Part B, of the Job Training Partnership Act. Among the programs are the Summer Youth Employment and Training Programs for the summer of 1984. Comments must be received by April 1. Contact: Paul A. Mayrand, Acting Director, Office of Special Target Programs, Room 6122, 601 D Street, N.W., Washington, D.C. 20213; (202) 376-6225.

Student loans. The Education Department announced, in the Feb. 10 *Federal Register*, the deadlines for receipt of various documents from students applying for Pell grants and from institutions participating in the Pell Grant Program during 1983-84. Contact: Gail L. Cornish, Pell Grant Program Specialist, Policy Section, Pell Grant Branch, Division of Policy and Program Financial Assistance, Office of Postsecondary Education, E.D., Room 4318, ROB-3, 400 Maryland Ave., S.W., Washington, D.C. 20202; (202) 472-4300.

Student loan regulations. The Education Department published, in the Feb. 10 *Federal Register*, proposed regulations concerning requests from states seeking federal approval to issue tax-exempt bonds to finance Guaranteed Student Loans and PLUS loans. Comments on the proposed regulations must be received on or before March 12. Contact: Mr. David Bayer, Guaranteed Student Loan Program, Office of Postsecondary Education, U.S. Department of Education, Room 4310, ROB-3, 400 Maryland Ave., S. W., Washington, D. C. 20202; (202) 245-2475.

NEW BILLS

Following is a summary of bills recently introduced in Congress that may be of interest to those in elementary and secondary education. Copies of the bills may be obtained by writing the Senate Documents Office, Rm. S325, U. S. Capitol Bldg., Washington 20510 or the House Documents Office, Rm. H226, U. S. Capitol Bldg., Washington 20515.

SENATE

S 2273—Student aid. A bill to establish a "Student Aid Volunteer Earnings" program for high-school seniors, graduates, or drop-outs. The program would enable participants to work in community service while completing their schooling and to contribute a portion of their earnings to an educational trust fund to finance further education with additional contributions from the federal government. By Senator Glenn (D-Ohio).

S 2275—School leadership. A bill to establish a program for improving the leadership and management skills of school administrators, and for other purposes. by Senator Chafee (R-R.I.).

S 2280—Vocational education. A bill to amend the Vocational Education Act of 1963 to place representatives of certain community-based organizations on state, local, and national advisory councils; to give special consideration for certain proposals for vocational-education grants; and to require certain allocations for vocational-education programs. By Senator Specter (R-Pa.).

HOUSE OF REPRESENTATIVES

HR 4783—Vocational education. A bill to consolidate existing federal vocational-education programs and simplify certain requirements. The bill would also authorize certain national and statewide programs that teach vocational skills to workers. By Representative Erlenborn (R-Ill.) and three others.

HR 4784—Savings accounts for education. A bill to amend the Internal Revenue Code of 1954 to allow income-tax deductions for contributions to education savings accounts. By Representative Fields (R-Tex.).

Children Ages 3-21 Served Under P.L. 89-313 and P.L. 94-142 During School Year 1982-83

State	All conditions	Learning disabled	Speech impaired	Mentally retarded	Emotionally Disturbed	Other health impaired	Multi-handicapped	Hard of hearing and deaf	Orthopedically impaired	Visually handicapped	Deaf-blind
Alabama	81,609	20,899	16,235	34,986	6,115	401	979	1,136	381	423	54
Alaska	12,017	6,826	3,374	665	362	58	218	200	243	56	15
Arizona	51,862	25,710	11,195	6,002	5,286	662	843	1,043	747	374	0
Arkansas	49,004	19,436	10,493	16,013	608	249	753	739	421	269	23
California	364,319	198,696	92,056	28,580	9,457	14,701	4,776	7,217	7,033	2,203	229
Colorado	45,126	19,654	7,796	5,795	7,596	0	2,029	1,018	815	331	92
Connecticut	66,010	29,352	13,896	6,208	13,089	918	476	986	363	719	3
Delaware	14,405	6,670	1,747	2,115	2,943	125	31	294	311	127	42
District of Columbia	5,809	1,629	1,780	1,237	697	67	94	83	140	43	39
Florida	155,609	58,105	46,256	27,537	17,077	1,569	78	2,086	2,080	770	71
Georgia	112,555	35,722	26,782	28,214	17,412	696	356	1,847	913	606	7
Hawaii	12,876	8,189	1,962	1,514	438	9	187	248	214	63	52
Idaho	17,673	8,233	4,350	2,948	518	423	298	430	306	161	6
Illinois	261,769	96,805	75,784	44,546	31,684	1,722	1,134	4,198	4,392	1,400	104
Indiana	100,228	27,434	41,360	24,189	2,775	282	1,458	1,362	818	526	24
Iowa	56,109	21,340	14,656	12,228	4,749	207	757	1,061	853	241	17
Kansas	44,159	16,190	14,274	6,779	4,323	51	405	771	719	277	370
Kentucky	73,170	20,064	24,922	21,741	2,356	608	1,295	943	761	461	19
Louisiana	86,009	39,707	20,701	15,742	4,225	1,769	995	1,707	665	469	29
Maine	26,485	8,974	6,136	5,167	4,225	251	738	403	429	151	11
Maryland	90,879	48,366	24,209	7,943	3,596	560	3,239	1,500	828	587	51
Massachusetts	136,480	46,884	31,848	29,357	18,970	1,939	3,047	1,939	1,525	831	140
Michigan	155,771	55,467	44,081	26,971	20,400	10	187	3,059	4,684	912	0
Minnesota	77,658	34,748	19,013	13,789	5,855	866	4	1,635	1,296	419	33
Mississippi	50,883	16,788	16,796	15,381	422	1	227	635	353	233	47
Missouri	99,984	36,224	33,202	19,530	7,017	704	817	1,175	842	390	83
Montana	15,215	7,208	4,790	1,515	683	127	323	247	114	183	25
Nebraska	30,448	12,227	9,248	5,669	1,887	0	347	514	400	150	8
Nevada	13,326	7,041	3,232	1,047	790	342	369	175	264	65	1
New Hampshire	14,143	8,220	2,325	1,419	1,197	226	235	276	137	103	5
New Jersey	161,481	62,736	61,280	12,463	15,254	1,508	3,741	2,028	1,213	1,221	37
New Mexico[1]	26,334	12,237	6,789	2,782	2,164	95	1,346	422	308	134	57
New York	264,835	116,753	41,661	37,810	44,225	5,913	6,882	5,086	4,347	2,002	156
North Carolina	120,586	49,019	25,808	33,240	5,599	1,186	1,680	2,305	1,015	692	42
North Dakota	10,802	4,340	3,600	1,920	297	113	0	257	181	80	14
Ohio	202,234	72,031	56,932	56,802	6,302	0	2,815	2,783	3,538	983	48
Oklahoma	65,819	28,625	20,389	12,562	1,039	228	1,291	652	434	336	41
Oregon	46,201	23,459	11,814	4,781	2,565	569	116	1,408	933	713	43
Pennsylvania	196,277	63,413	61,664	46,402	16,659	8	5	4,165	2,119	1,813	9
Puerto Rico	35,173	1,852	1,206	21,159	785	2,099	2,552	2,237	522	2,696	55
Rhode Island	18,589	11,729	3,337	1,496	1,165	210	105	240	221	67	17
South Carolina	71,705	20,930	19,596	22,404	5,710	150	422	1,191	801	488	13
South Dakota	11,841	3,563	5,413	1,481	320	60	392	304	234	60	14
Tennessee	106,091	42,804	32,996	20,245	2,253	1,452	1,729	2,186	1,082	717	27
Texas	289,343	150,768	66,544	30,769	17,707	5,465	7,526	4,868	3,525	1,999	172
Utah	38,968	13,611	8,375	3,159	10,623	234	1,458	829	283	351	45
Vermont	9,309	2,973	2,695	2,563	393	116	196	208	120	44	3
Virginia	100,713	38,614	30,703	16,878	6,723	469	3,090	1,615	719	1,875	27
Washington	64,295	31,286	13,511	9,400	3,949	1,536	1,740	1,385	1,070	380	38
West Virginia	42,418	14,719	12,774	11,066	1,412	923	326	490	393	313	2
Wisconsin	72,219	27,224	18,024	13,234	9,598	505	699	1,245	1,195	451	44
Wyoming	11,144	5,095	3,184	943	978	227	317	127	177	75	21
American Samoa	244	1	50	161	0	2	9	13	2	3	3
Guam	2,031	530	243	913	63	12	119	87	19	32	13
Northern Marianas	–	–	–	–	–	–	–	–	–	–	–
Trust Territories	–	–	–	–	–	–	–	–	–	–	–
Virgin Islands	1,237	220	245	626	35	0	29	47	11	12	12
Bur. of Indian Affairs	4,849	2,531	1,047	723	251	33	199	34	17	14	0
U.S. and Territories	**4,296,327**	**1,745,871**	**1,134,197**	**788,831**	**353,431**	**52,026**	**65,479**	**75,337**	**57,506**	**31,096**	**2,583**

[1] These are New Mexico's child count figures. However, New Mexico does not participate in P.L. 94-142.
Source: U.S. Education Department

Education and the Democrats: Contest for the Presidency Begins

Continued from Page 1

The public, if not the education community, has responded favorably to the President's discussion of education in these terms, polls show. A recent *Time*/Yankelovich Poll, for example, found that 72 percent of adults favor allowing prayer in schools, while only 18 percent oppose it.

As a result, in spite of Mr. Reagan's calls in his first three years in office for large cuts in the U. S. Education Department's budget, the education issue that has traditionally won votes for Democratic candidates is working to Republicans' advantage, pollsters and others say.

Another recent *Time*/Yankelovich Poll, for example, found a sharp drop over the past year in the number of people who said the Democratic Party was better able to provide "quality education," though voters still said by a greater than 2-to-1 margin that the Democrats were more likely provide better schools than Republicans were.

"The President is adroitly talking about nonspending issues and getting himself on the side of angels," said Paul E. Maslin, vice president of Cambridge Survey Research, a firm founded by Patrick H. Caddell, President Jimmy Carter's pollster.

Nonetheless, the pollsters say, their research shows that education will still be an important issue to the Democratic candidates.

"The economy and war and peace are the two big issues," said Mr. Maslin. "But beyond that, education is at the top of the list. It will be a very real issue all year long."

With some voting groups, the Democratic Party's performance on education will apparently be particularly important. Women between the ages of 25 and 40 are the most concerned about the condition of the schools and most skeptical of the Democrats' ability to deal the problem, according to Dotty Lynch, president of Lynch Reseach Inc., Senator Gary Hart's polling firm.

Support from that group, Ms. Lynch says, is crucial if a Democratic candidate hopes to defeat Mr. Reagan in November.

Focus on Future Challenges

Polls show that "future issues" are rising in importance among many voters and interviews suggest that many Democratic candidates view those issues as a way to counter Mr. Reagan.

The candidates will most often discuss the issue, aides say, as part of an effort to project themselves to voters as best able to address such national challenges as the reshaping of the workforce to take on high-technology occupations and making the country competitive in an increasingly global economy.

This is the apparent strategy of former Vice President Walter F. Mondale, Senators John Glenn, Gary Hart, and Ernest F. Hollings, and former Senator George McGovern--candidates who, their aides say, are focusing on education in their campaigns. Advisors to former Gov. Reubin Askew and Senator Alan Cranston say their candidates are placing less emphasis on education in their campaigns. An aide to the Rev. Jesse L. Jackson says he will emphasize education in his campaign, using the same tone as he did in the Des Moines debate.

"Education is a surrogate for a discussion about what the future will be like," said Decker Anstrom, an education advisor to the Mondale campaign. "While Ronald Reagan talks nostalgically about times past, we are going to be talking about the future and his failure to invest in it."

"The thrust of the [Glenn] campaign is to get the people thinking about the future," said Michael Wack, Mr. Glenn's issues coordinator. The Senator makes a point of mentioning his education program at each campaign stop, he added.

Mr. Anstrom, who as an official in the Office of Management and Budget in the Carter Administration helped establish the Education Department, was one of three authors of Mr. Mondale's $11-billion education program released last May. *(See accompanying story on page 14.)*

The co-authors were Martin Kaplan, Mr. Mondale's deputy campaign manager for issues and speech writing and formerly executive assistant to U. S. Commissioner of Education Ernest L. Boyer, and Bert Carp, a longtime aide to Mr. Mondale and deputy assistant to the President for domestic affairs and policy in the Carter Administration.

Mr. Mondale's program, which calls for sizable increases in spending for compensatory education and student aid, a $4.5-billion "Fund for Excellence," an "Education Corps" to attract top teachers, and $1 billion for research, was criticized by the Reagan Administration when it was announced last May as another example of Democratic over-spending.

But Mr. Anstrom says it "dramatically underscores what a Mondale Presidency and a second Reagan Presidency would be like." Mr. Mondale, he said, sees an important federal role in education and is "prepared to invest" in it.

Senator Glenn has proposed a set of initiatives that would cost an estimated $3 billion to $5 billion. It includes doubling to 2,000 the number of magnet schools in the country and the size of the federal compensatory-education programs, creating 2,000 inservice training centers for teachers, a scholarship program for prospective teachers, awards to outstanding teachers, and a volunteer program for youths.

Senator Hollings has proposed the most costly federal initiative, a $15-billion program to provide a $5,000 salary increase to every teacher in the country; the annual salary supplements would continue indefinitely.

A 'Stolen' Issue

Democratic aides say their candidates will make an issue of Mr. Reagan's attempts to reduce federal support for education in his first three years.

"He has stolen an issue that should have been ours," said Carolyn T. Kamlet, a legislative aide to Senator Gary Hart of Colorado. "But that hasn't changed our tack. Once we stack our record up against his, people will understand who is strong for public education."

Mr. Hart worked closely with the N.E.A. in 1982 in drafting the American Defense Education Act, legislation that would provide federal funding to improve the teaching of mathematics, science, computer science, and foreign languages. It is still pending before the Congress.

"Reagan has had an interesting ride," said Mr. Anstrom of the Mondale campaign. "It's been him against a cacophany of Democratic voices. When there is a clear alternative to his policies, the situation will change. Mondale is going to expose the Reagan education program for what it is—the most anti-education policy in history."

"As the campaign progresses people will come to see that the Reagan policy is much like that of the Wizard of Oz—all smoke and illusions," said Mr. Wack of the Glenn campaign. "Once you take your attention to the man behind the curtain, what has been a Democratic issue will remain a Democratic issue."

"It is going to be difficult to attack Reagan because many of the things he talks about are close to a lot of people, but when those abstractions are seen in the context of what has actually done in education, you get a different picture," said Jack Jennings, staff director of the Democratically controlled House Education and Labor Committee. "The point is that there are 2.5 million fewer kids in the school-lunch program and 800,000 fewer in Chapter 1 programs than when Reagan came into office."

"There is still an opportunity to raise [with voters] the general Reagan insensitivity on the issue and to question whether he really has an education plan for the future," added Mr. Maslin. "It's an open question whether the voters really support Reagan on education."

"We find voters being realistic and very hard-nosed," said Geoffrey D. Garin, senior vice president of Peter Hart Research Associates, a Washington-based firm that is doing the polling work for the Mondale campaign. "People don't want money for money's sake, they want money for quality's sake. They want to know who's getting the job done. Education is not a values issue, it's a performance issue."

Excellence Versus Access

Nonetheless, Mr. Reagan's recent success with the education issue seems to have resulted in some rethinking of policy within some Democratic party quarters.

"The emphasis [within in the Democratic Party] over the last couple of decades was on access to education," said Mr. From of the House Democratic Caucus. "But there is a change in policy taking place within the party, especially among the younger members. Now the theme is "a return to excellence" in education. The President has done an incredible job of turning education policy into [a discussion of] values and we are trying to do the same thing. Our value is excellence. But in no way are we abandoning the access issue."

In "Renewing America's Promise," a recently published policy "blueprint," the caucus wrote that although access to education must be preserved for all, "the emphasis in the schools must be on quality."

According to Linda Tarr-Whelan, director of government relations for the N.E.A. and a member of several Democratic Party policymaking bodies, the party will also stress that national resources be used for local programs. "It's a new thrust," she said. "In the past, the thinking was, 'There's a job out there to be done, the feds should do it'." The party has not yet begun to draft its 1984 education plaform, she said.

Mr. From of the House Democratic Caucus said it would be a mistake for Democratic Presidential candidates "to harp on Reagan's budget cuts in education."

"You've got to undersand why the President has been successful. A battle over whether you are going to up the budget a few billion isn't meaningful to most people. Values and principles are."

Charlie Euchner contributed to this report.

More Handicapped Pupils Enrolled in Special-Education Classes

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children classified as learning-disabled in the state did not meet the state's legal definition or the definitions commonly accepted by most professional diagnosticians, according to the report. Among the reasons for such discrepancies, the report noted, are that the criteria for identifying learning-disabled students include a wide range of problems and that the schools in general lack alternatives for children who have learning problems.

According to the report, more than 1.7 million students have been classified as learning-disabled, representing more than 40 percent of all children who receive special-education services.

But since the states have undertaken special efforts to classify children properly, the annual growth rate of the learning-disabled category has slowed considerably, from 15 percent in 1980-81 to about 7 percent in 1982-83, the report added.

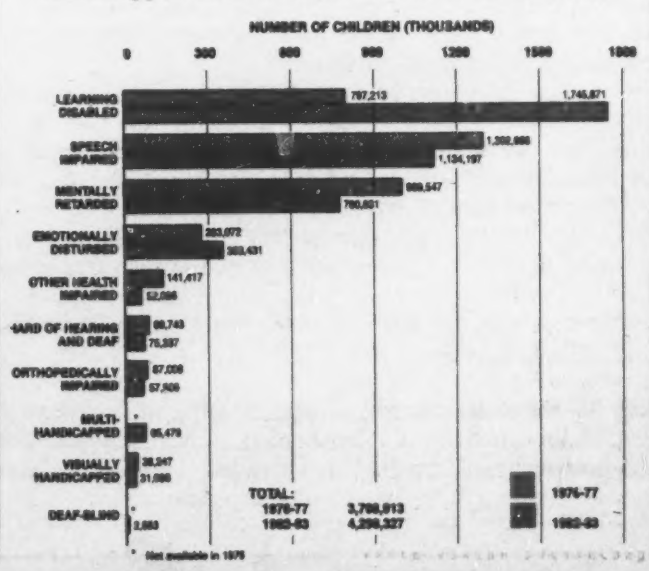
This year's report drew praise from Senator Lowell P. Weicker Jr., Republican of Connecticut and chairman of the Subcommittee on the Handicapped.

The Senator last year criticized the Education Department's 1983 annual report, contending that it "lacked detail for understanding compliance with the law." *(See Education Week, Aug. 17, 1983.)*

The report also disclosed that:

- Thirty-eight states now mandate services for at least some handicapped preschool children between birth and age 5. Seventeen require services for all handicapped children ages 3 through 5.
- There is still a "critical" need for the states to expand special-education services for children from birth to age 2, according to the report. Only five states now require services for this age group.
- Many school districts are expanding their vocational-assessment services, and some are offering vocational and pre-vocational programs for handicapped students much earlier in their schooling.
- Some districts have created special programs to help handicapped students between the ages of 18 and 21 in making the transition from school to work.
- The total number of special-education teachers increased from 232,627 in 1980-81 to 235,386 in 1981-82, according to the report. However, the number of teachers declined within certain categories, such as teachers of learning-disabled students. The states estimate that 280,000 special-education teachers will be needed during the 1984-85 school year.
- During the 1981-82 school year, nearly 68 percent of all handicapped children received most of their education in regular classes; another 25 percent attended self-contained classes within a regular school. Fewer than 7 percent of all handicapped children were educated in special schools.
- Forty percent of states monitored last year for compliance with the federal law were found to have problems with the provision requiring that students be placed in the "least restrictive environment." The report noted that the problem frequently resulted from placing all students with a specific handicapping condition in one program, rather than in regular classes.

Handicapped Children Served, 1976-77 and 1982-83



Studies Find Supply, Quality Of Future Teachers Is Promising

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lems even if most of those interested in education pursue teaching. He noted that 13 percent of all young women in the survey indicated "great" interest in teaching, compared with 5 percent of all young men. Conversations with students in some of the schools, Mr. Mangieri said, showed that most of the young women were interested in teaching at the elementary-school level—a factor that could leave the elementary schools overstaffed and secondary schools understaffed.

The extent to which an early interest in teaching results in a student's decision to pursue the profession, the report suggests, depends on the students' perception of the relevance of professional training programs and the prospects for professional advancement.

Seventy-six percent of the students who expressed an interest in teaching said a major factor in their interest was their "knowledge and skill in a subject," and 68 percent said a major factor was their "interest" in the academic subject.

The factors that were found to be relatively unimportant included prestige and recognition, working conditions, and the influence of a relative or friend who is a teacher. No more than 34 percent of the sample group rated any of these factors as "very important."

Such findings suggest that "teacher-preparation programs that emphasize a strong content major and early field-based experience should be effective in attracting and retaining selected groups of students," the report said.

Some educators have claimed during the debate over education reform that education schools are detached from the everyday operation of schools. *(See Education Week, Feb. 15, 1984.)*

Reading Skills Measured

In the Pennsylvania study, 491 students admitted to education programs at six colleges last fall performed slightly above the national norm on the Nelson-Denney Reading Test. The students' reading skills were measured to be on the level of students in the middle of their second year in college.

Some 22 percent of the education students scored "above the limits of the test"—the level of a person almost one year after graduation from a four-year college.

The students scored above the national average on tests of study habits and attitudes. The students at the six colleges scored an average of between 128 and 147 on a scale of 200 on a the Brown-Holtzman Survey of Study Habits and Attitudes. The national average is 114.

The study was conducted at Pennsylvania State University, St. Francis College, Millersville University, the University of Pittsburgh, Marywood College, and Indiana University of Pennsylvania.

The authors of the report—Mary M. Dupuis of Pennsylvania State, Anne Mallery of Millersville, and Dee Wallace of St. Francis—say they will continue the study this spring and eventually expand it to include assessment of mathematical skills.

The survey of high-school students was supported by the Research Fund at Texas Christian University. It was conducted last fall by Mr. Mangieri and Richard E. Kemper, associate professor of education at the University of South Carolina.

Legal Challenge Follows Police Seizure of Discipline Records

Continued from Page 1

solutely unconstitutional," said John Stamler, prosecutor for Union County, who is in the process of investigating the search.

Mr. Stamler said the search warrant issued by Municipal Court Judge Russel H. Hulsizer was "far too broad" and did not list the specific documents sought, as required by law. It also apparently authorized only a search of the school district's administrative offices, not of the office of the junior-high-school principal.

"I am satisfied that serious questions affecting the integrity of the law-enforcement process have been raised," Mr. Stamler said.

Based on the specific mention of drugs in the search warrant and on "rumors," Mr. Stamler speculated last week that the police department may be investigating drug use in the city's schools at the request of city officials.

"There has been information circulated in and around Summit that there may have been undue influence placed upon the police by one or more public officials to pursue the application for a search warrant and that public officials other than the police may have had access to the school records," Mr. Stamler said.

Police Chief Frank Formichella and Robert J. Harlaub, the mayor of Summit, last week declined to comment on the search.

Mr. Stamler has recommended to Judge Beglin that a special grand jury be appointed to investigate the matter.

At a hearing before Judge Beglin last Friday, lawyers for the district were scheduled to file a formal motion seeking the return of the students' files. Judge Beglin was expected to make a decision on the legality of the search warrant at that time.

Parents Upset

Since the records were seized, the school district has received hundreds of phone calls from parents saying they are worried about how the disciplinary records will be used by city police, said Ms. Cooper, the district spokesman. "We are very concerned about the rights of the students," she added.

Last week, the Summit Congress of Parents and Teachers invited community members to a meeting of the group's Presidents Council to air their concerns about the search.

School officials, including Mr. Hoskins, were on hand to answer questions from parents, who are "very upset about what's happened," said Margaret Taylor, president of the Summit Junior High School P.T.A.

According to officials of national education groups, the incident in Summit is an uncommon one.

"It seems to me that it is highly unusual," said Gary Marx, associate executive director of the American Association of School Administrators, "and if I were a school administrator in that district, I would be very alarmed."

Interrogating Students

"I don't know of any similar incidents," said Ivan Gluckman, counsel to the National Association of Secondary School Principals.

The issue of police coming into schools does arise fairly often, Mr. Gluckman said, but the incidents usually have to do with whether or not police can interrogate students at school or arrest them at school, he said.

Removing school records does require a search warrant, Mr. Gluckman said, because the Family Educational Rights and Privacy Act of 1974 otherwise requires parents and students to give their permission before school records are released.

Coalition of Schools Formed To Test Reforms

Continued from Page 1

knowledge in "exhibitions" as well as in paper-and-pencil tests, and the age-grouping of students would end.

Mr. Sizer, named chairman of the education department at Brown last week, sharply criticized the "top-down" initiatives, such as increased graduation requirements, that have been proposed in many states. "We cannot simply tinker with the present system, adding courses or increasing requirements," Mr. Sizer said. Any successful reform effort, he added, must give greater authority and incentives to principals and teachers.

Research Project

Mr. Sizer's book is the first of three reports to be issued from "A Study of High Schools," the research project Mr. Sizer has headed for the last five years. *(See Education Week, Nov. 16, 1983.)* The study was sponsored by the National Association of Secondary School Principals and the National Association of Independent Schools, with support from the Carnegie Corporation of New York, the Commonwealth Fund, the Charles E. Culpeper Foundation, the Gates Foundation, the Esther A. and Joseph Klingenstein Fund, and the Edward John Noble Foundation.

The two education associations will also take part in the coalition, Mr. Sizer said at a news conference here.

Central to Mr. Sizer's plan are the use of Socratic teaching and the requirement that students demonstrate proficiency in their studies by "showing off [their knowledge] in exhibitions." He said no students should advance to high school or receive diplomas until they demonstrate mastery in basic subjects.

"As soon as you build in the imperative that students show off, you have a great ripple effect," Mr. Sizer said.

The scale of the new coalition's work "is deliberately limited" to between five and 12 schools, Mr. Sizer said. He said he would be "hard pressed to do more schools in an intensive way" because the projects will require "getting to know the community" and occasionally revising reform plans.

Mr. Sizer said some school officials have expressed interest in developing regional networks that could link informally with the coalition. He said he would support such an arrangement.

An advisory committee of the coalition, Mr. Sizer said, will select school districts and communities that support such changes—"soul brothers and soul sisters"—to participate in the coalition. The coalition's schools will spend 10 percent more than they do now, which they will raise themselves, to run their programs, he said. Mr. Sizer said a 10-percent budget increase would enable schools to handle "up-front" planning costs. Mr. Sizer explained that he expects the coalition to include primarily schools from inner-city areas because "those communities seem to be prepared to take greater risks."

'Political Struggle'

Many educators agree with the principles outlined in *Horace's Compromise*, Mr. Sizer said, but changing the structures of most public and private schools would require "a good deal of political struggle."

Many of the changes—such as asking teachers to perform different tasks and abandoning the practice of spending a set amount of classroom time on certain subjects—would require that participating schools be exempted from some state regulations.

Educators interested in implementing the reforms of the study will have two major advantages in dealing with state education bureaucracies, Mr. Sizer said—the growing support for requiring students to demonstrate academic competency and "a growing fear of Armageddon."

The anxiety that many students today feel about the possibility of nuclear war, Mr. Sizer said, has profoundly affected their attitudes about education. More than any generation, he said, today's students "understand that the world's a tough place" and will seek a sophisticated education.

Career-Ladder Bill Likely To Pass

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Bracey Campbell, the Governor's chief lobbyist for the legislation, said legislative leaders have told him that the Senate will vote this week to approve the version of the legislation passed by the House of Representatives.

In a 62-to-29 vote, the House approved legislation last Tuesday to establish the five-step system for ranking teachers. The House also approved by a 52-to-45 vote a one-cent increase in the state's sales tax of 4.5 percent.

The House and the Senate bills differ "in minor ways," said a spokesman for the state department of education. If the upper chamber does not approve the House version, a joint legislative committee will negotiate to resolve the differences.

The major difference between the bills, officials said, is the decision by the House to delete an amendment that would have reduced by five the number of pupils allowed in classes in grades K-3. House members balked at the provision because of its cost to local districts, and Senate leaders said they would agree to drop the provision.

The chambers have technical differences about the sales-tax hike and other differences on the details of the businesses tax increases. The two chambers disagree, for example, about whether bingo games and cable television stations should be included in an amusement tax.

The sales-tax increase is expected to raise about $281 million and the hikes in business taxes are expected to raise another $70 million.

The legislation will be phased in over a three-year period starting with the 1984-85 school year, Mr. Campbell said. The education department will hire some 200 officials to evaluate teachers in the state. Only new teachers will be required to take part in the differential-pay plan.

Governor Alexander's initiative has attracted national attention during the debate over "merit pay" in recent months. Mr. Campbell said all 50 states and many other countries had requested information about the Governor's plan.

Mr. Campbell said Governor Alexander's frequent meetings with teacher groups made possible the success in the special session of the legislature.

N.C. Remedial Study

Expressing concern about the number of high-school graduates who require remedial education in college, the North Carolina State Board of Education has approved a $100,000 study of the students' educational history to determine "where things went wrong."

C. D. Spangler Jr., chairman of the board, told board members that the University of North Carolina system spends between $4 million and $5 million a year on remedial education.

"We ought to try to find out—by name—our students that are in remedial classes and track back to see where things went wrong, because somewhere we failed," Mr. Spangler told the board.

The money for the project will come from a federal block grant to the state of $550,000. The study will be conducted in cooperation with universities.